

# Progress and Outcomes Report for Webb County Head Start Program

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Reporting Period: Fall/Winter/Spring of School Year 2005-2006

Based on *The Creative Curriculum*® Developmental Continuum

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Demographic Breakdown: Complete class

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This report covers 3 to 4 year olds and 4 to 5 year olds

Printed on: October 19, 2006

# Webb County Head Start Program

## Progress and Outcomes Report

### Overview

This report combines assessment data so the information can be used to benefit children and improve the quality of teaching and learning. The children represented in this report were assessed using **The Creative Curriculum® Developmental Continuum**. The Continuum assesses children's growth in four areas of development: social/emotional, physical, cognitive, and language. Teachers observe children as they participate in everyday activities and then assess their progress on objectives three times a year as "Forerunner," "Step I," "Step II," or "Step III." "Forerunner" level offers teachers a way to identify children who are not yet at the initial level of typical preschool development but show beginning evidence of developing the skill. Step I approximates a beginning level of typical preschool development. Steps II and III represent higher levels in acquiring the particular skill. In order to understand these steps, please see the Developmental Continuum and the examples that describe each step.

All children in the program are assessed. However, since this report charts progress over the year, only those children enrolled in the program for the entire year should be included for the purposes of this report.

### How to Read the Reports

This report provides you with a profile of children in the program and bar graphs to document children's progress three times a year. Each graph shows the percentage of those children included in the report who were at the level of "Forerunner," "Step I," "Step II," or "Step III" in the fall, winter, and spring.

If an objective is left blank when entering assessment information, it will be recorded as "not observed." This information will appear in the Profile of Children section of the report.

The profile of the children represented in the report will effect the results. If, for example, there were large numbers of younger children (3-4 year olds) included, then the results might be different than if the group was primarily older (4-5 years olds).

In the fall, baseline information is established. By the end of the year, this tool will give you a picture of the growth made by comparing the percentages of children who were at the "Forerunner," "Step I," "Step II," or "Step III" levels.

Please note that the software is designed to report on the same number of children for each checkpoint. Therefore, when you generate a complete report for the whole year, it will exclude any children who have missing assessment information for any checkpoint. If, for example, you compare a fall report with a spring report, you may notice that the number of children included varies. This may be because a child left the program. At the bottom of each graph, you will see the number of children included in the report.

## Profile of Children in the Program

To understand this report, it is important to note that there are different numbers of objectives included in the various developmental areas. Therefore, the report is useful to show progress only on groups of children. Children's scores are averaged in order to place them at a particular level. In order to best meet the needs of an individual child, it would be necessary to refer back to the child's Individual Child Profile to get a more accurate picture of his or her development and needs.

- Number of Children: 1205
- Number of Classes: 66
- Number of Schools/Centers: 21

Note: All children in the program are assessed. However, since this report charts progress, only those children enrolled for all the checkpoints in this report are included.

### Profile of Children Included in this Report

- Number of Children: 1084

#### Gender

- Males 49%
- Females 51%

#### Class Level

- Age 3 to 4 61%
- Age 4 to 5 39%

#### Ethnicity

- American Indian, Alaska Native 0%
- Hispanic/Latino 100%
- Black, African American 0%
- White 0%
- Asian 0%
- Some other race or ethnicity 0%

#### Primary Language

- English 24%
- Spanish 76%
- Other 0%

## Understanding the Completion Rate for This Report

### Completion Rate for The Creative Curriculum Developmental Areas

There are a different number of objectives included in each developmental area on Developmental Continuum. For example, in the area of Social/Emotional Development, there are 13 objectives, and for Physical Development, there are 8 objectives. In CC-PORT, the teacher records a checkmark for each objective observed for each child. Sometimes, however, a teacher may not have marked a response for a given objective for a child. This chart shows the percentage of objectives that are checked in each area for the group as a whole. The figures do not represent percentages of children; rather they are percentages of responses completed. Administrators can use this chart as a means of quality control.

<b>Creative Curriculum Developmental Areas</b>	<b>Number of Objectives</b>	<b>Potential Total Responses</b>	<b>Number of Responses Recorded</b>	<b>% of Total Responses</b>
Social-Emotional Development	13	42276	18003	42.58%
Physical Development	8	26016	20635	79.32%
Cognitive Development	16	52032	31629	60.79%
Language Development	13	42276	20936	49.52%
<b>OVERALL PROGRESS</b>	50	162600	91203	56.09%

## Completion Rate for Head Start Domains, Domain Elements, and Indicators

There are a different number of objectives to be observed for each Domain, Domain Element, and Domain Indicator. For example, "Approaches to Learning" includes 13 objectives, and "Identifies at least 10 letters of the alphabet" includes 4 objectives. Thus, there are different depths of information collected for each Domain, Domain Element, or Indicator. The teacher records a checkmark for each objective observed for each child. Sometimes, however, a teacher may not have marked a response for a given objective for a child.

This chart shows the number and percentage of objectives that were checked in each area for the group as a whole. The figures do not represent percentages of children; rather, they are percentages of responses completed. Administrators can use this chart as a means of quality control.

Head Start Developmental Areas	Number of Objectives	Potential Total Responses	Number of Responses Recorded	% of Total Responses
Language Development	11	35772	19088	53.36%
Literacy	12	39024	18801	48.18%
Mathematics	10	32520	20486	63.00%
Science	8	26016	16996	65.33%
Creative Arts	9	29268	16665	56.94%
Approaches to Learning	13	42276	26313	62.24%
Social and Emotional Development	14	45528	19828	43.55%
Physical Health and Development	14	45528	29567	64.94%
Understands an increasingly complex and varied vocabulary	3	9756	6888	70.60%
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes	7	22764	12361	54.30%
Uses an increasingly complex and varied spoken vocabulary	2	6504	3456	53.14%
Phonological Awareness	2	6504	2841	43.68%
Associates sounds with written words	3	9756	3286	33.68%
Book knowledge and appreciation	4	13008	5395	41.47%
Print awareness and concepts	4	13008	3841	29.53%
Recognizes a word as a unit of print	3	9756	2487	25.49%
Identifies at least 10 letters of the alphabet, especially those in their own name	4	13008	4437	34.11%
Knows that letters of the alphabet are a special category of visual graphic that can be individually named	6	19512	6773	34.71%
Number and operations	9	29268	18851	64.41%

## List of Progress Reports

### **Creative Curriculum® Developmental Areas**

- Overall Development
- Social/Emotional Development
- Cognitive Development
- Physical Development
- Language Development

### **Progress On Head Start Performance Domains, Elements And Indicators**

- Domain: Language Development
- Domain: Literacy
- Domain: Mathematics
- Domain: Science
- Domain: Creative Arts
- Domain: Approaches to Learning
- Domain: Social & Emotional Development
- Domain: Physical Health and Development
- Indicator: Understands an increasingly complex and varied vocabulary
- Indicator: Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes
- Indicator: Uses an increasingly complex and varied spoken vocabulary
- Domain Element: Phonological Awareness
- Indicator: Associates sounds with written words
- Domain Element: Book knowledge and appreciation
- Domain Element: Print awareness and concepts
- Indicator: Recognizes a word as a unit of print
- Indicator: Identifies at least 10 letters of the alphabet, especially those in own name
- Indicator: Knows that letters of the alphabet are a special category of visual graphics that can be individually named
- Domain Element: Number and operations

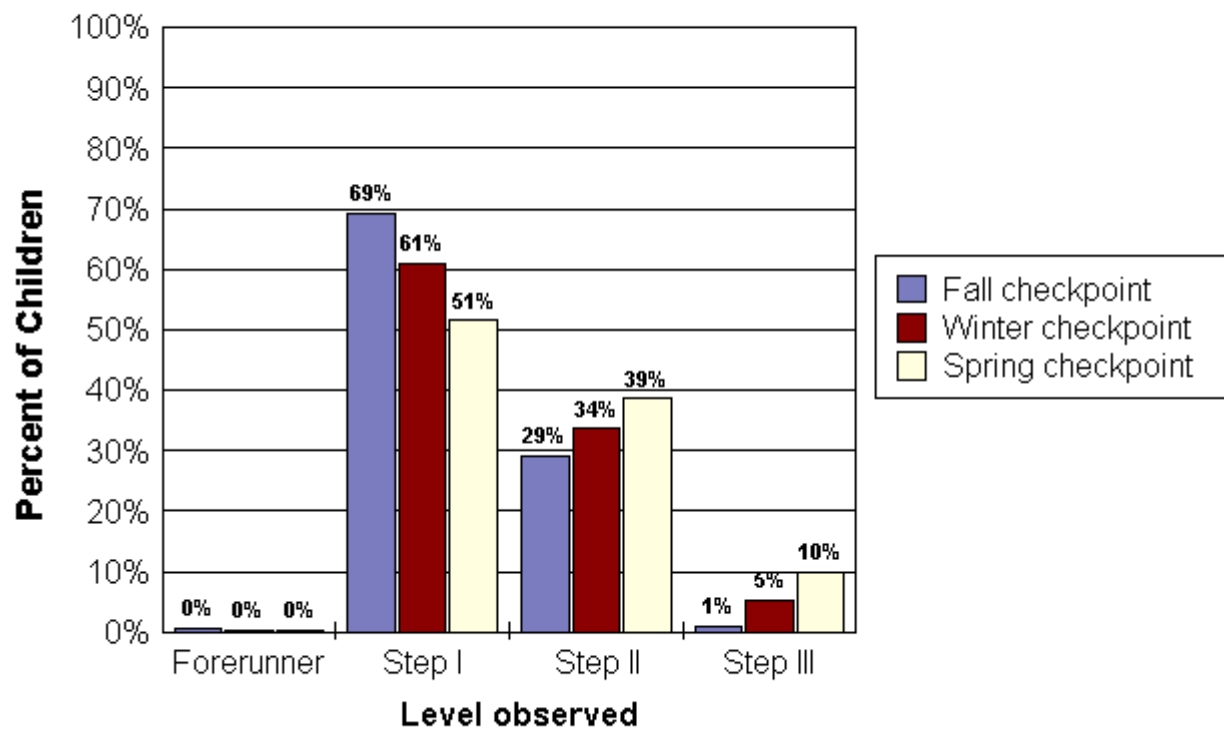
## Creative Curriculum

## Overall Progress

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in the Area of Overall Progress**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

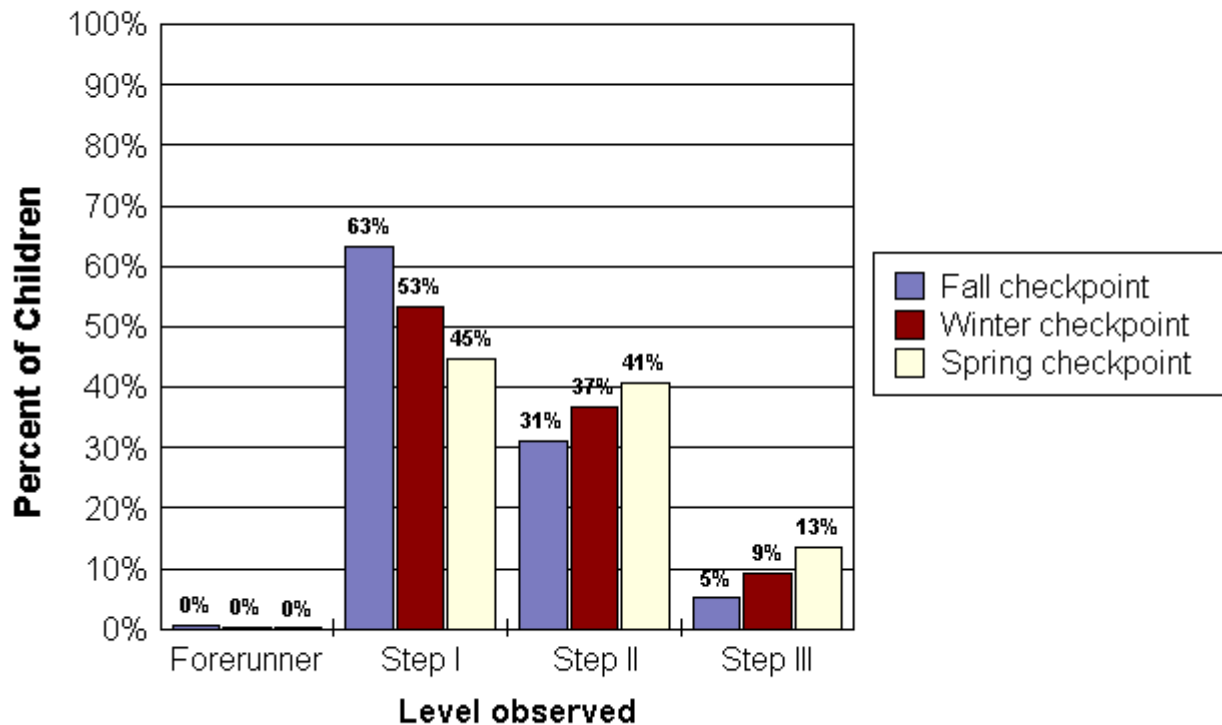
## Creative Curriculum

## Social-Emotional Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in the Area of Social-Emotional Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

0% Fall 0% Winter 1% Spring



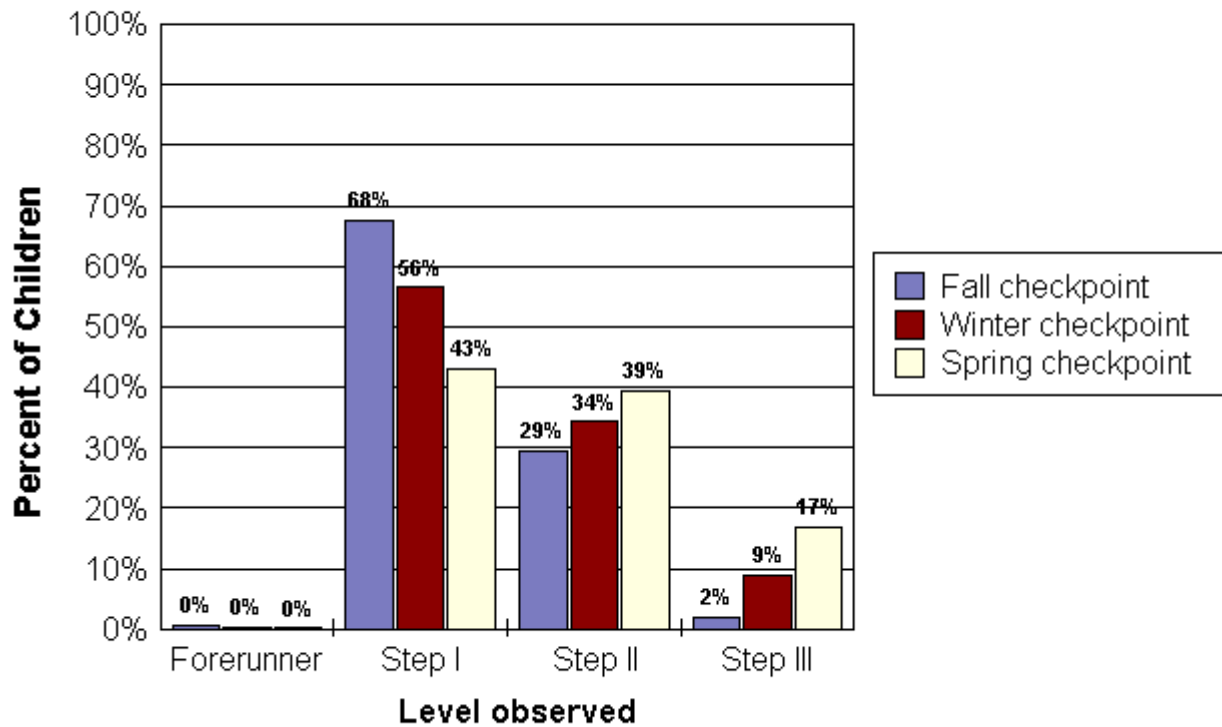
## Creative Curriculum

## Physical Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in the Area of Physical Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

0% Fall 0% Winter 1% Spring

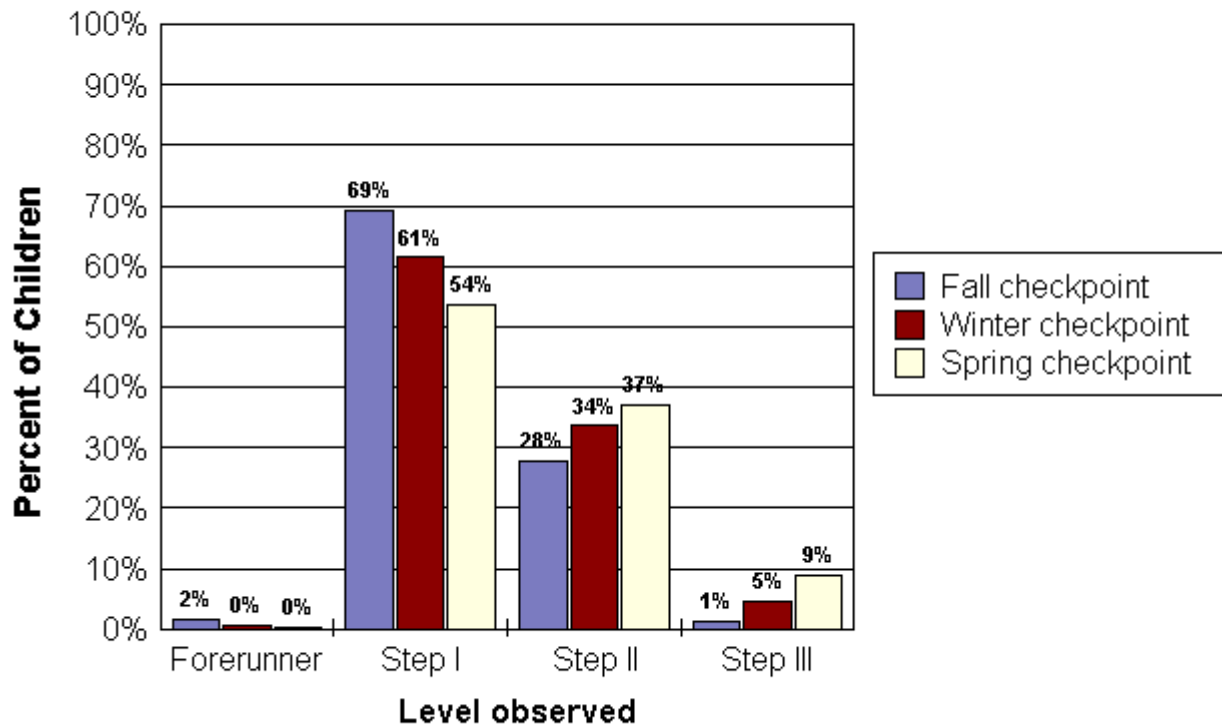
## Creative Curriculum

## Cognitive Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in the Area of Cognitive Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

0% Fall 0% Spring

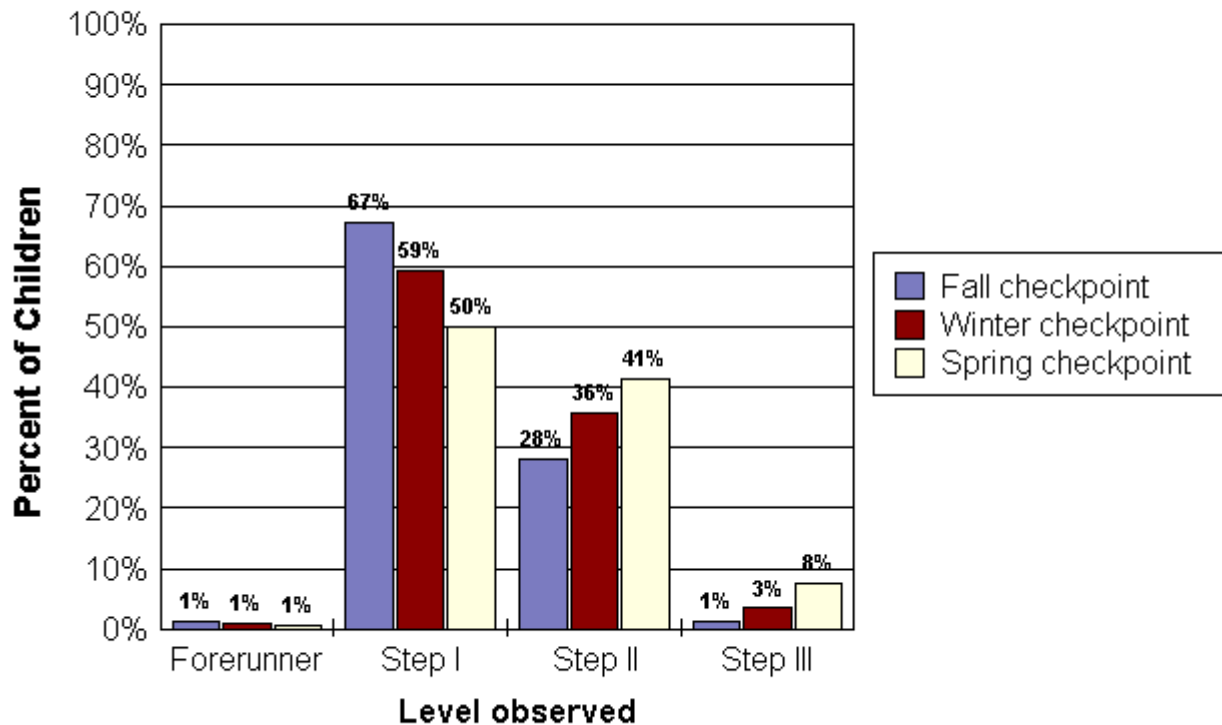
## Creative Curriculum

## Language Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in the Area of Language Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

2% Fall 0% Winter 1% Spring

Progress on Head Start Child Outcomes Framework Domains,  
Domain Elements, and Indicators\*

Each Head Start program is required to have in place an assessment system and approach to reporting outcomes for groups of children. The following reports cover each of eight Head Start Domains of learning and development.

- Language Development
- Literacy
- Mathematics
- Science
- Creative Arts
- Approaches to Learning
- Social and Emotional Development
- Physical Health and Development

In addition, because they are legislatively mandated, programs must gather and analyze data on specific Domain Elements and/or Indicators:\*

- Understands an increasingly complex and varied vocabulary (Indicator)
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes (Indicator)
- Uses an increasingly complex and varied spoken vocabulary (Indicator)
- Phonological Awareness (Domain Element)
- Associates sounds with written words (Indicator)
- Book knowledge and appreciation (Domain Element)
- Print awareness and concepts (Domain Element)
- Recognizes a word as a unit of print (Indicator)
- Identifies at least 10 letters of the alphabet, especially those in their own name. (Indicator)
- Knows that letters of the alphabet are a special category of visual graphic that can be individually named (Indicator)
- Number and operations (Domain Element)
- The remainder of this report will address these reporting requirements. There are also two areas on learning English that this report does not address.
- For non-English-speaking children, progresses in listening to and understanding English (Indicator)
- For non-English-speaking children, progresses in speaking English (Indicator)

\*Please note, for children whose first language is not English, The Creative Curriculum® Developmental Continuum does not assess a child's progress toward acquisition of English. Thus, this reporting tool does not provide information about progress in this area.

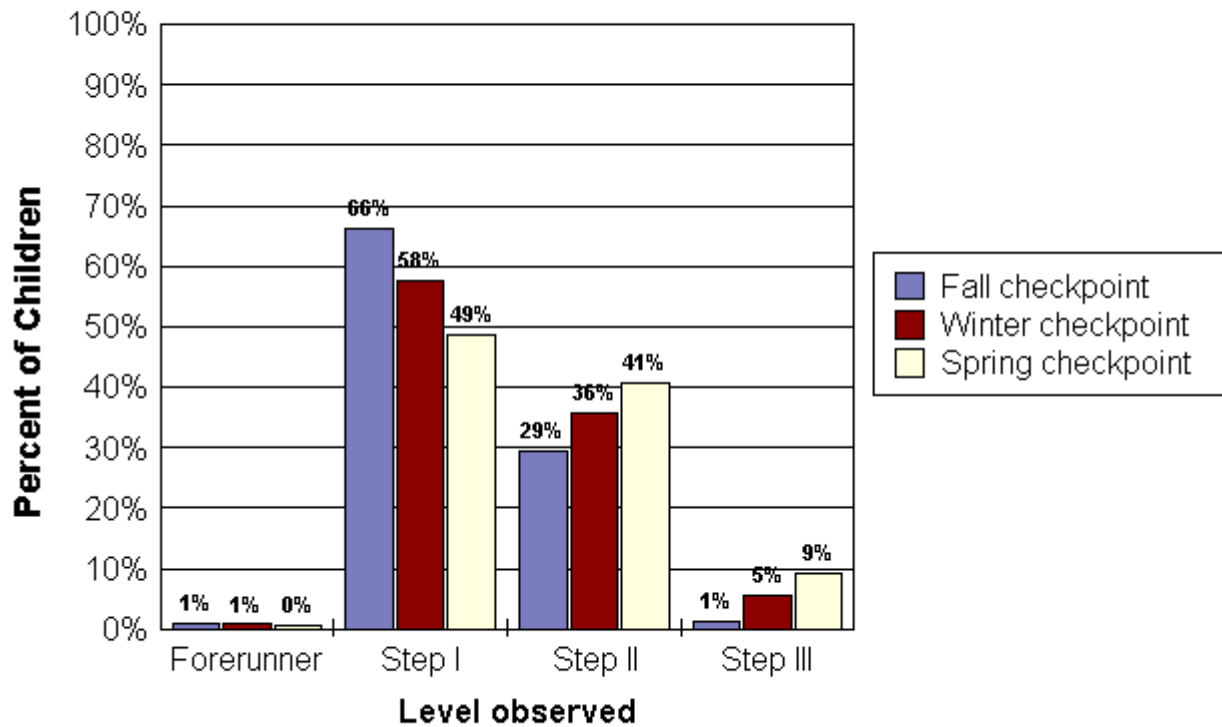
## Head Start

Domain : Language Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Language Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

2% Fall 0% Winter 1% Spring

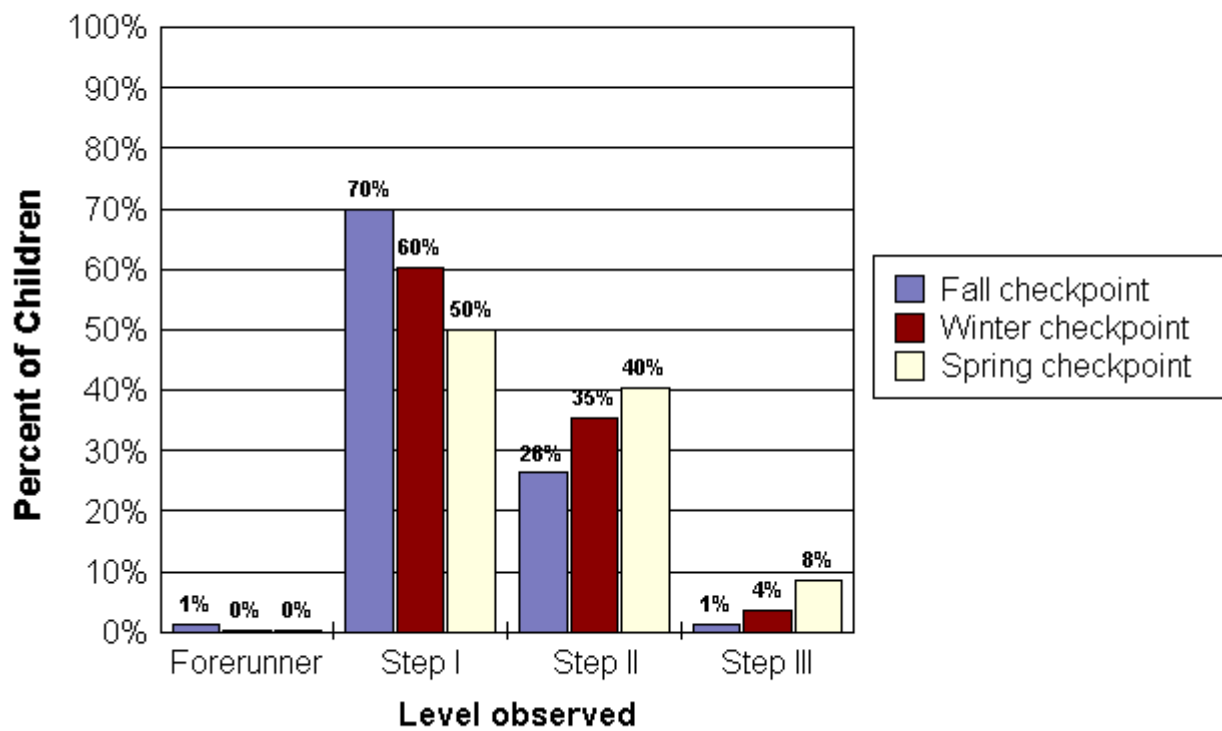
## Head Start

Domain : Literacy

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Literacy**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

1% Fall 1% Winter 1% Spring

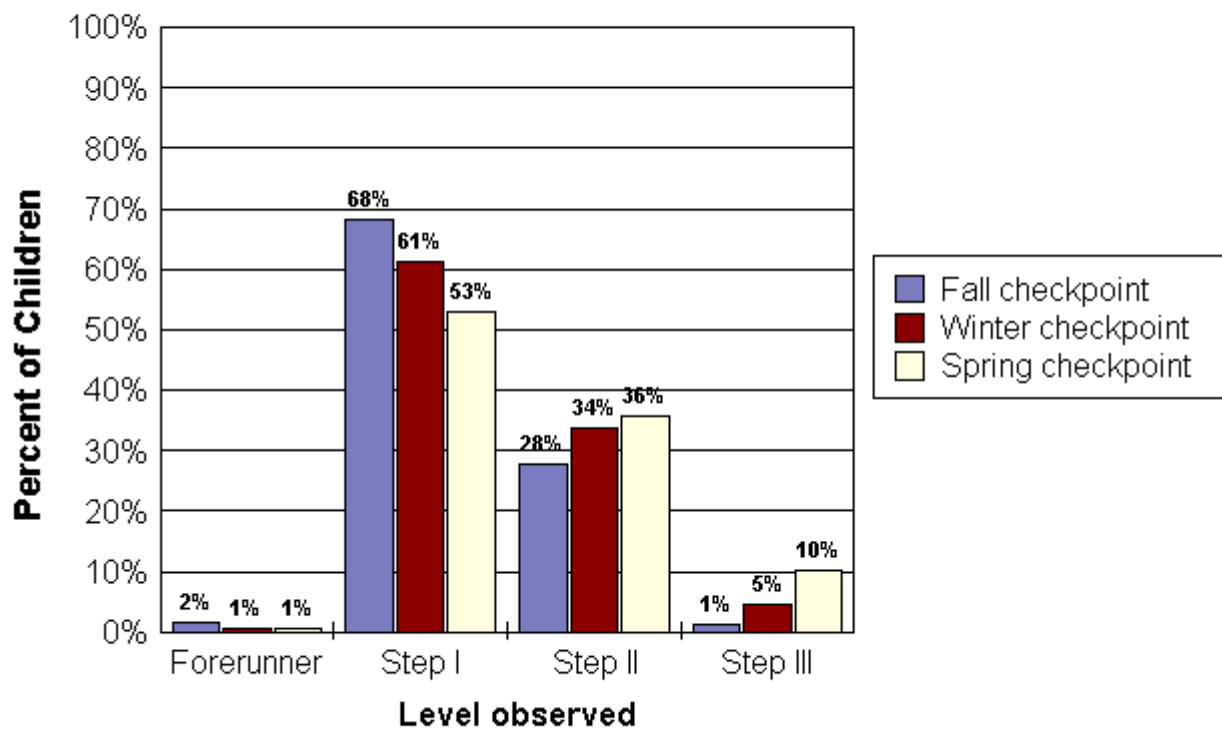
## Head Start

Domain : Mathematics

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Mathematics**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

1% Fall 0% Winter 1% Spring

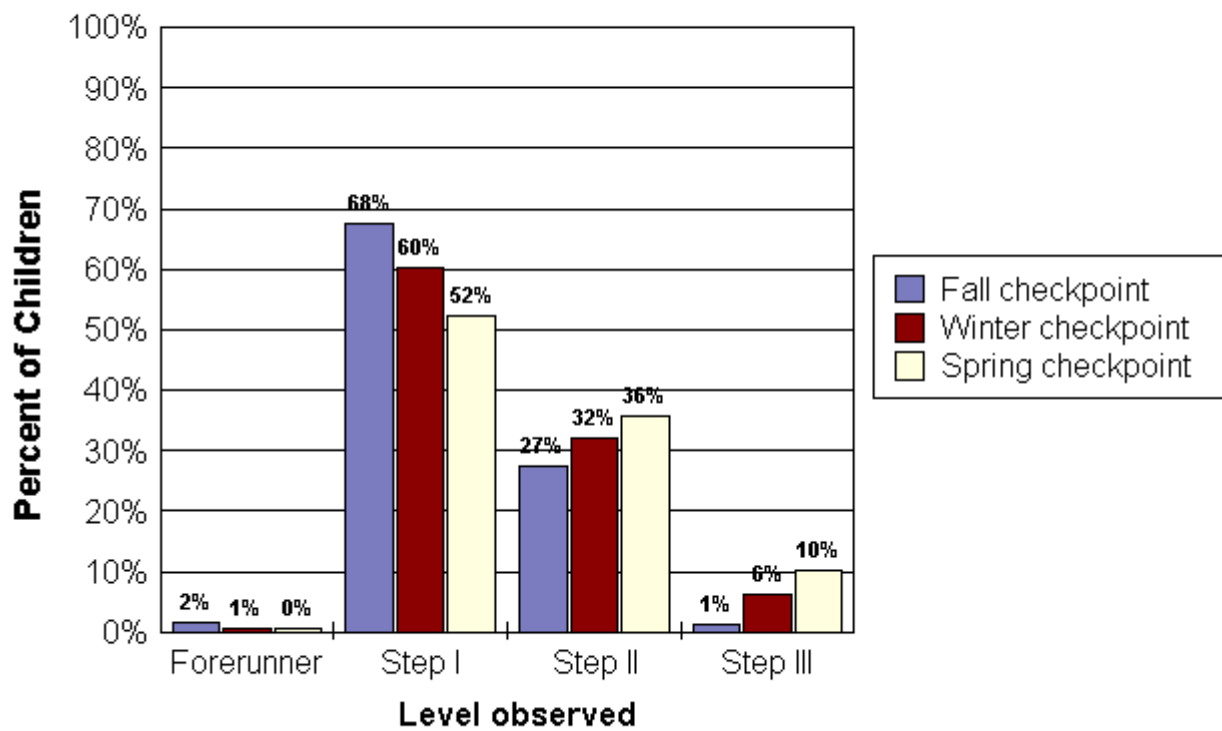
## Head Start

Domain : Science

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Science**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

2% Fall 1% Winter 1% Spring



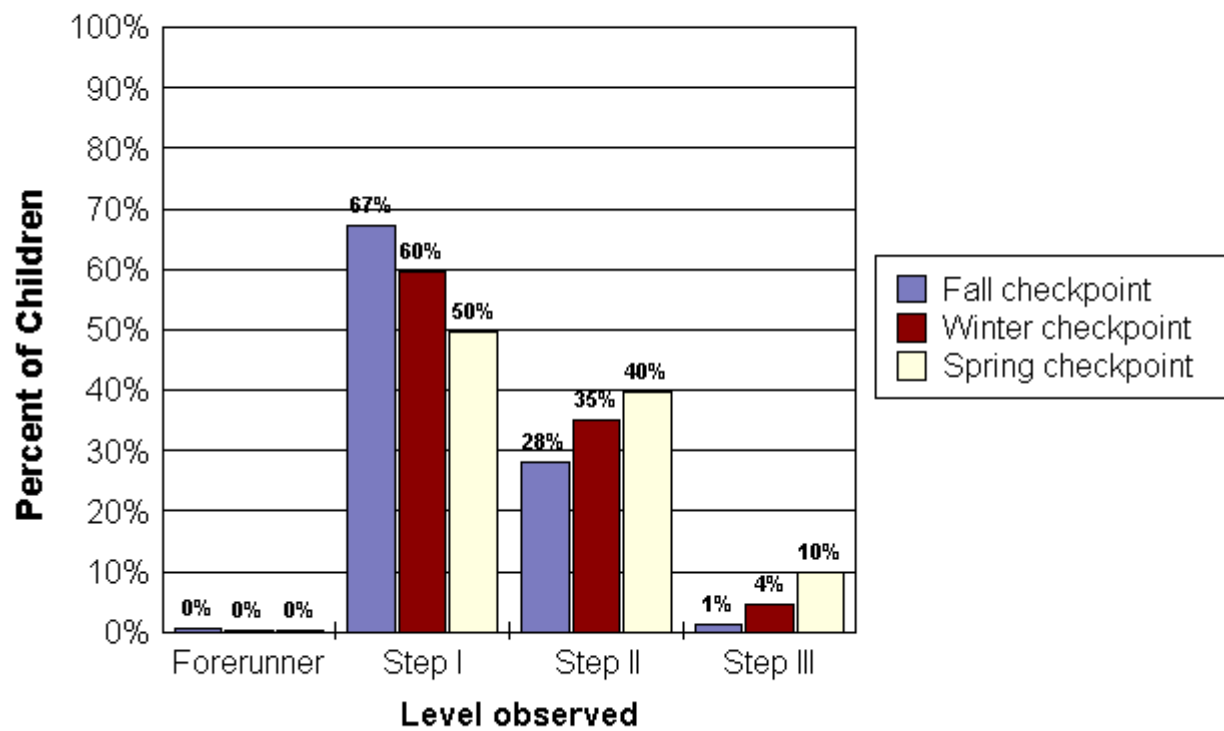
## Head Start

Domain : Creative Arts

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Creative Arts**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

3% Fall 0% Winter 0% Spring

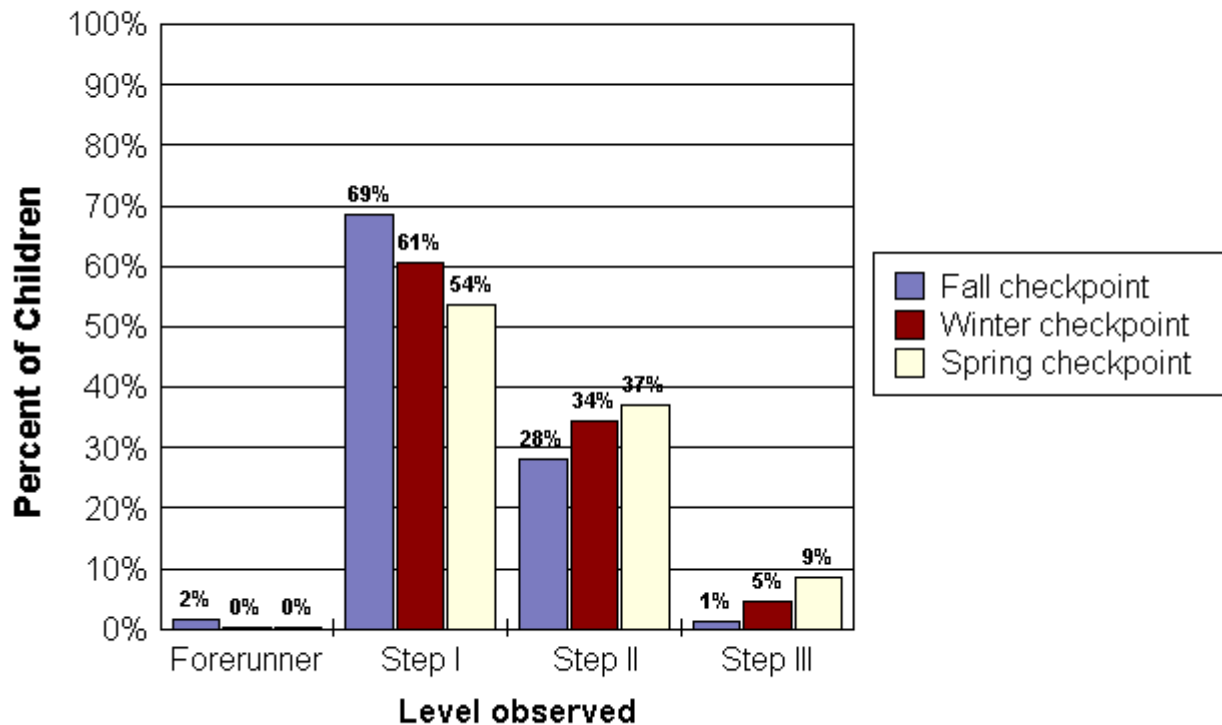
## Head Start

Domain : Approaches to Learning

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Approaches to Learning**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

1% Fall 0% Winter 0% Spring

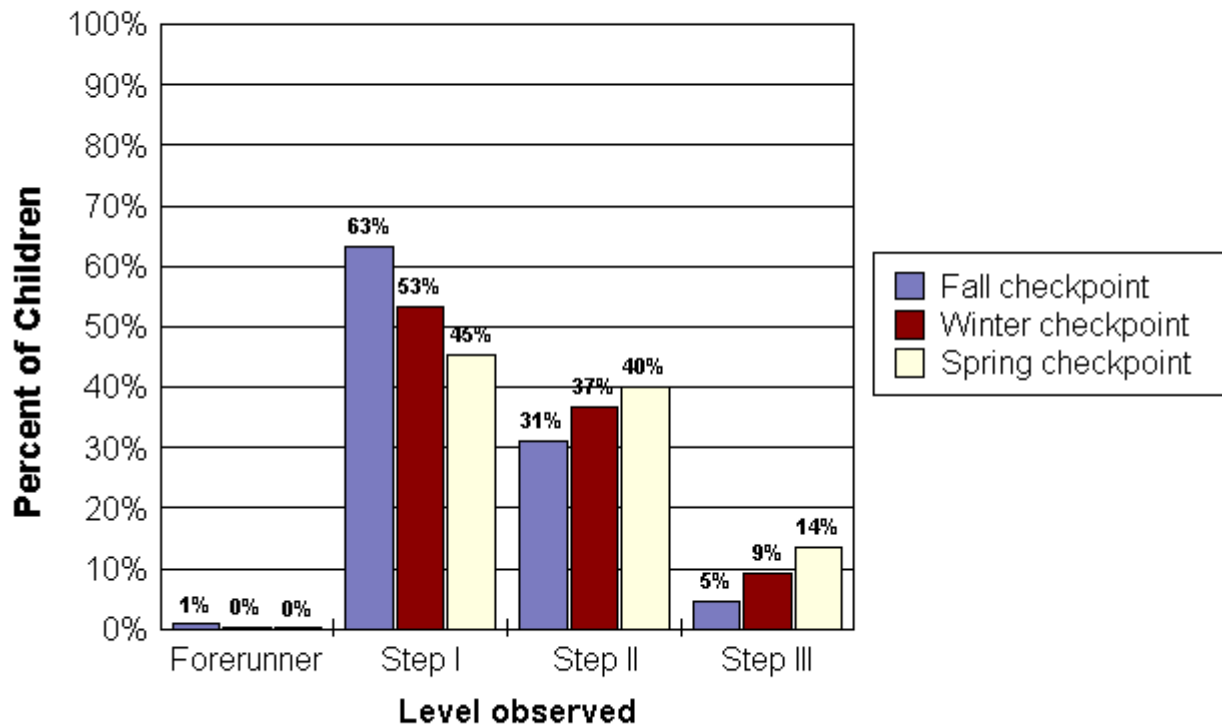
## Head Start

Domain : Social and Emotional Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Social and Emotional Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

0% Fall 0% Winter 1% Spring

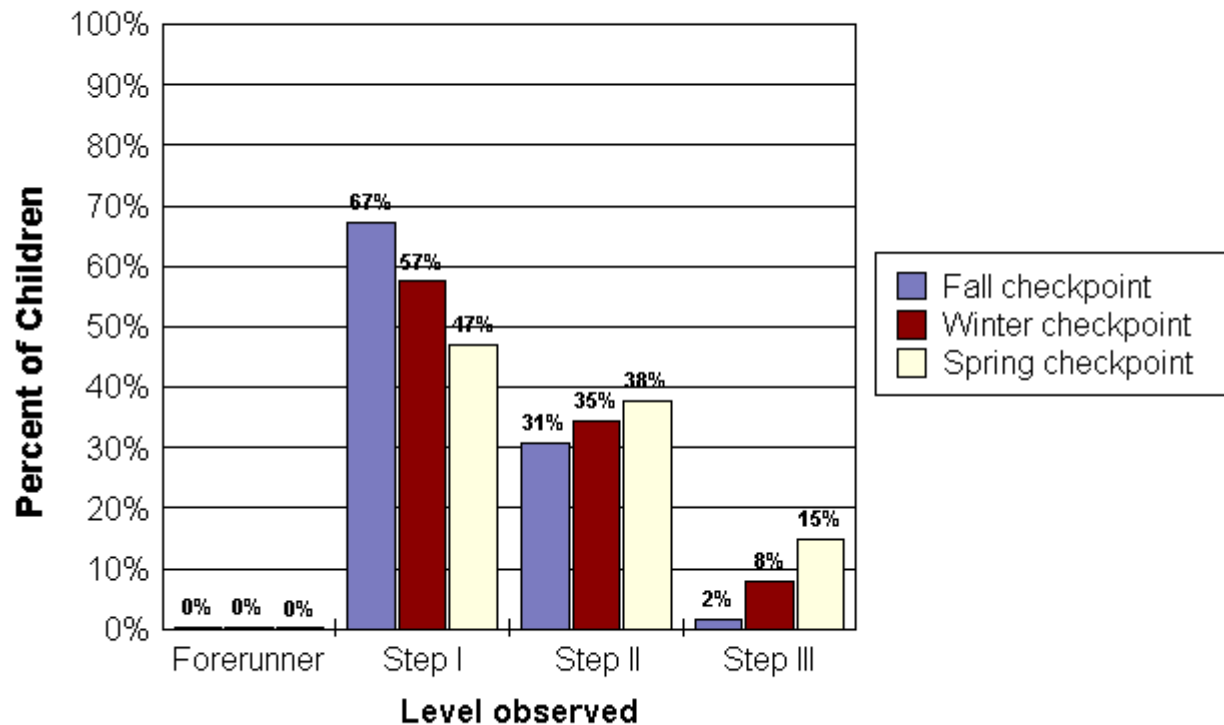
## Head Start

Domain : Physical Health and Development

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain : Physical Health and Development**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

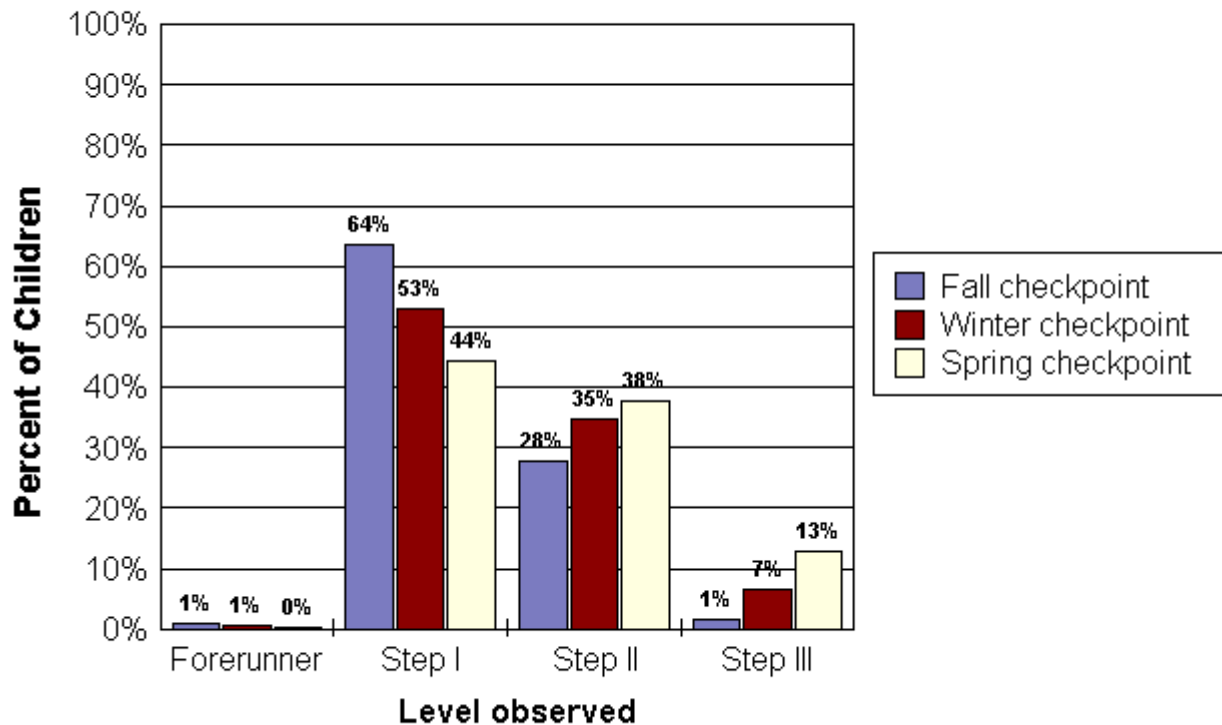
0% Fall 0% Spring

## Head Start

Domain Indicator: Understands an increasingly complex  
and varied vocabulary

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator:**  
**Understands an increasingly complex and varied vocabulary**  
Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:  
6% Fall 5% Winter 5% Spring

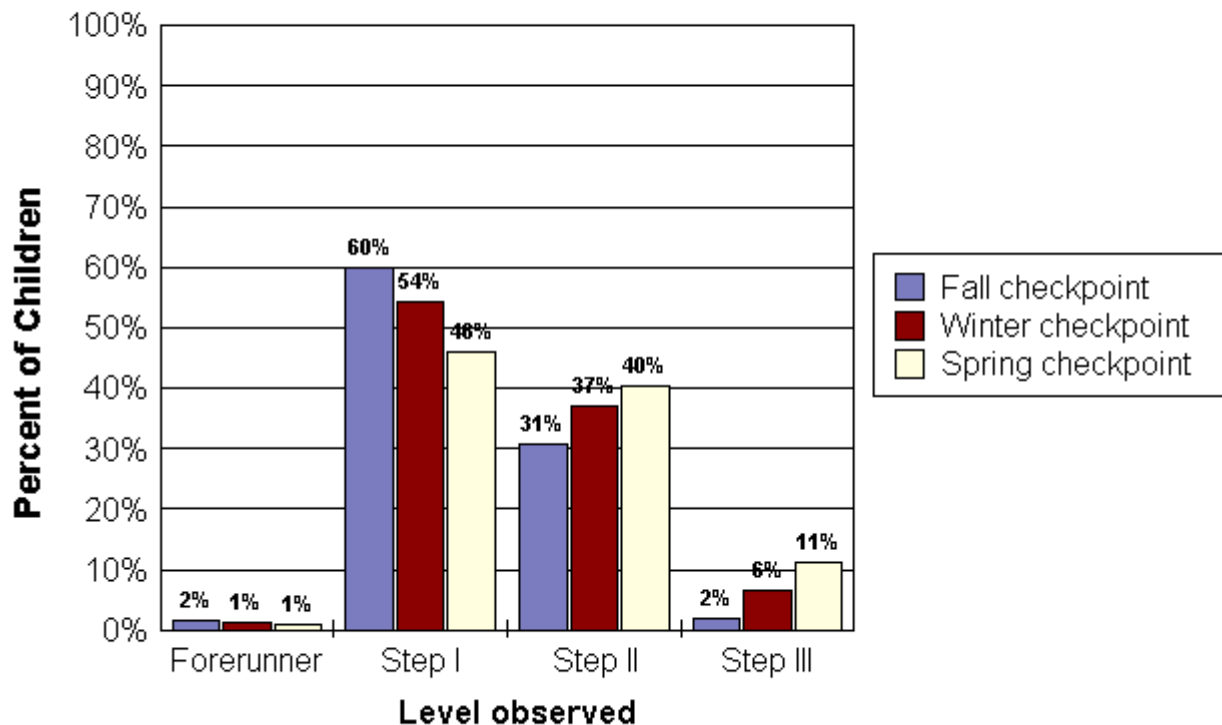
## Head Start

Domain Indicator: Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator: Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

6% Fall 1% Winter 2% Spring

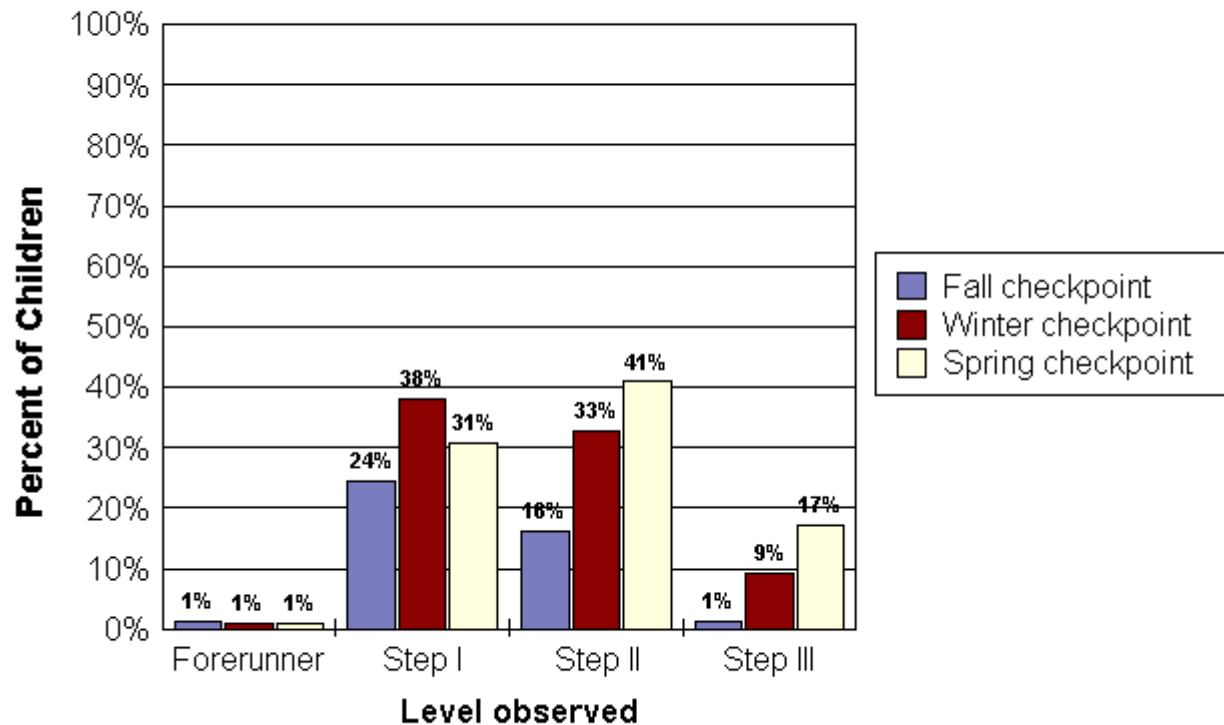
## Head Start

Domain Indicator: Uses an increasingly complex and varied  
spoken vocabulary

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator: Uses an  
increasingly complex and varied spoken vocabulary**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:  
57% Fall 19% Winter 10% Spring

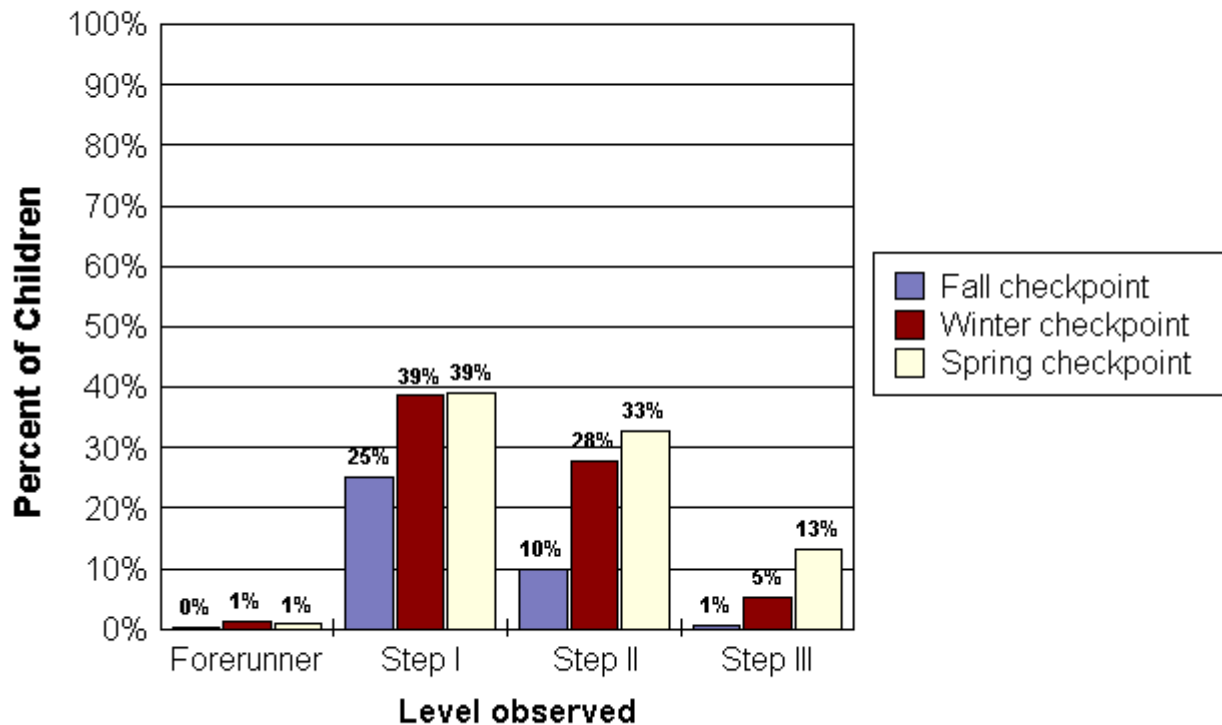
## Head Start

Domain Element: Phonological Awareness

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Element:  
Phonological Awareness**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

64% Fall 27% Winter 14% Spring



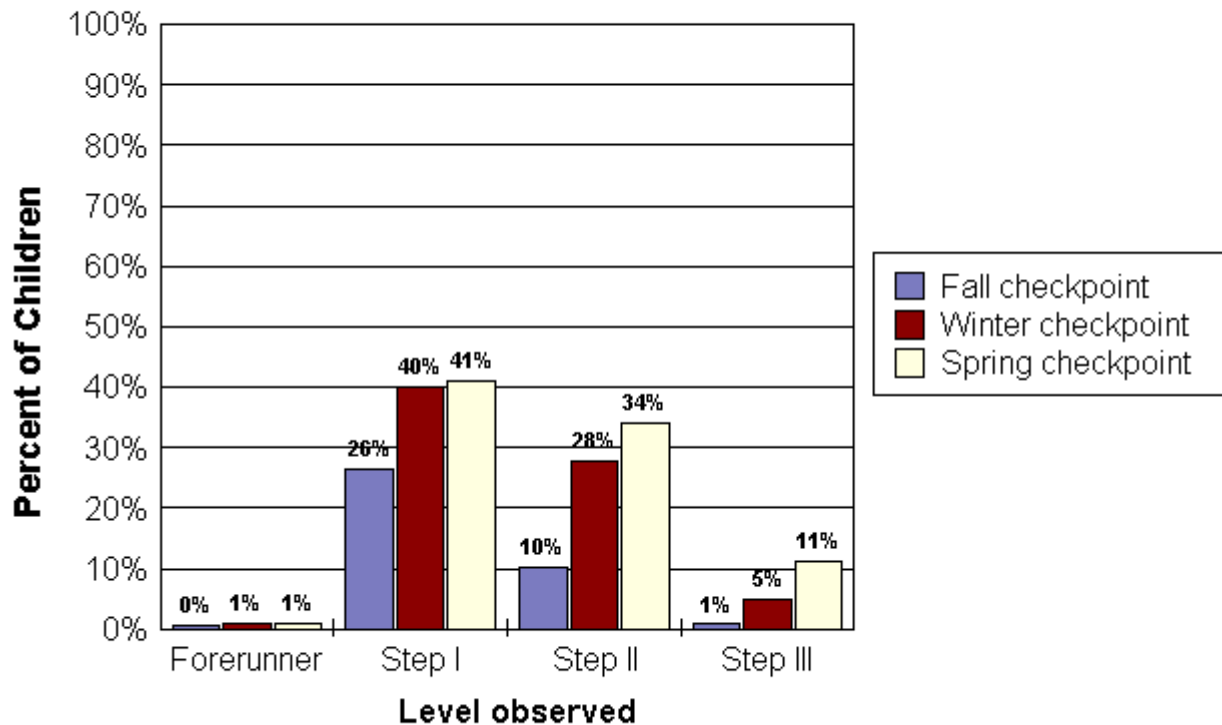
## Head Start

Domain Indicator: Associates sounds with written words

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator:  
Associates sounds with written words**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

62% Fall 26% Winter 13% Spring

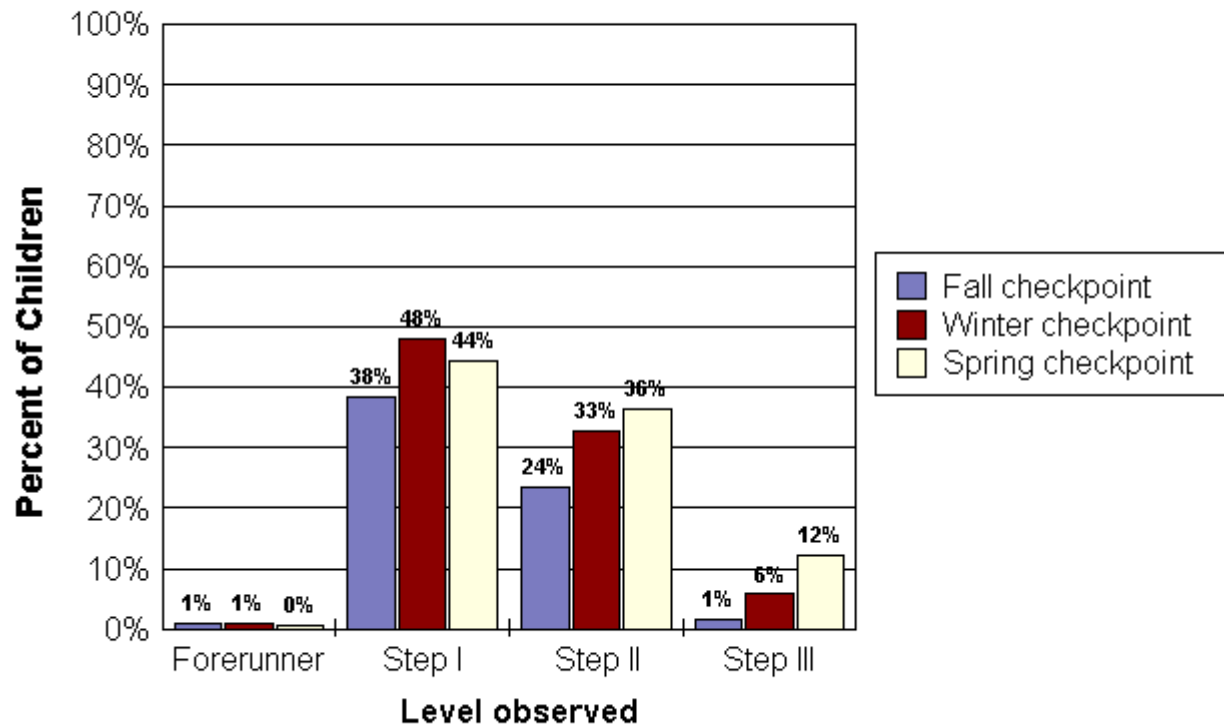
## Head Start

Domain Element: Book knowledge and appreciation

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Element: Book  
knowledge and appreciation**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

36% Fall 13% Winter 7% Spring

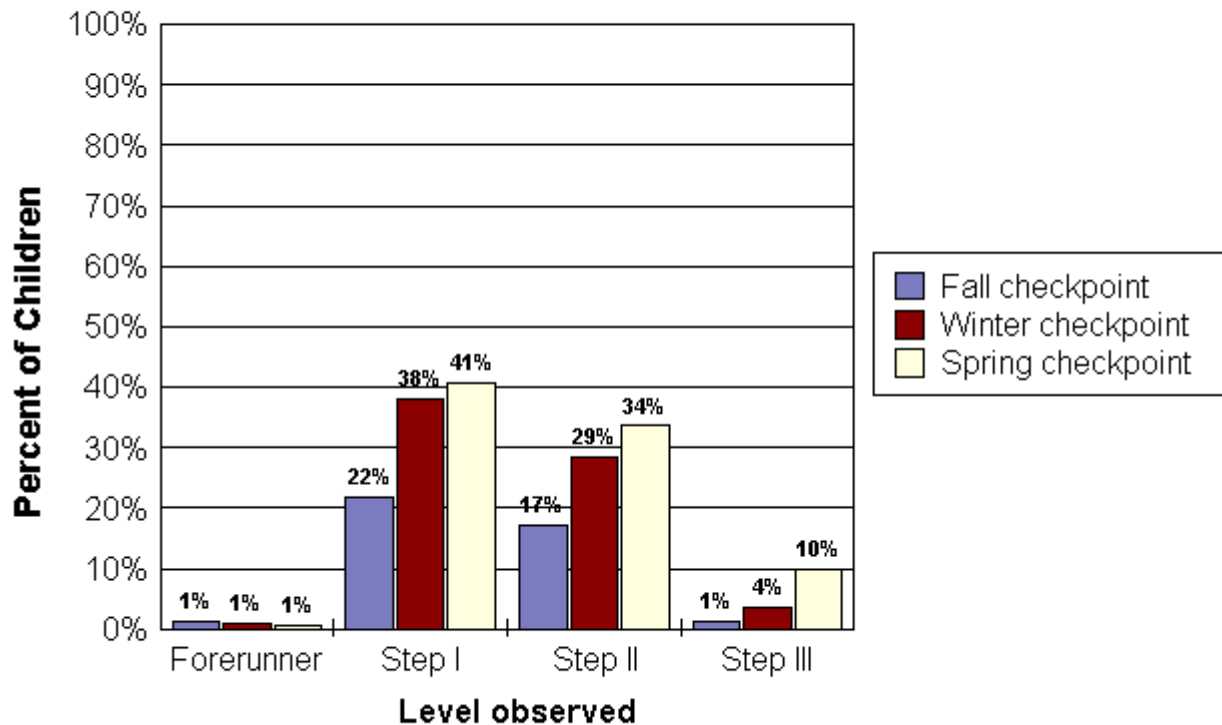
## Head Start

Domain Element: Print awareness and concepts

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Element: Print awareness and concepts**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

59% Fall 29% Winter 15% Spring

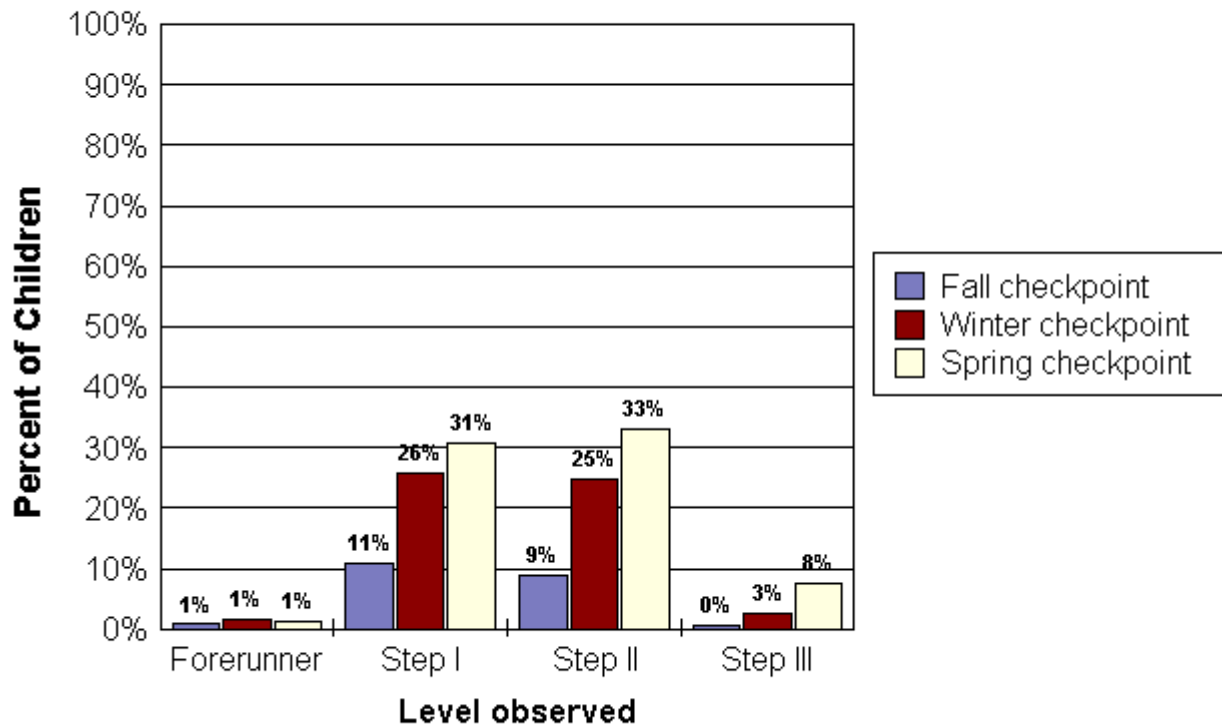
## Head Start

Domain Indicator: Recognizes a word as a unit of print

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator:****Recognizes a word as a unit of print**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

79% Fall 45% Winter 27% Spring

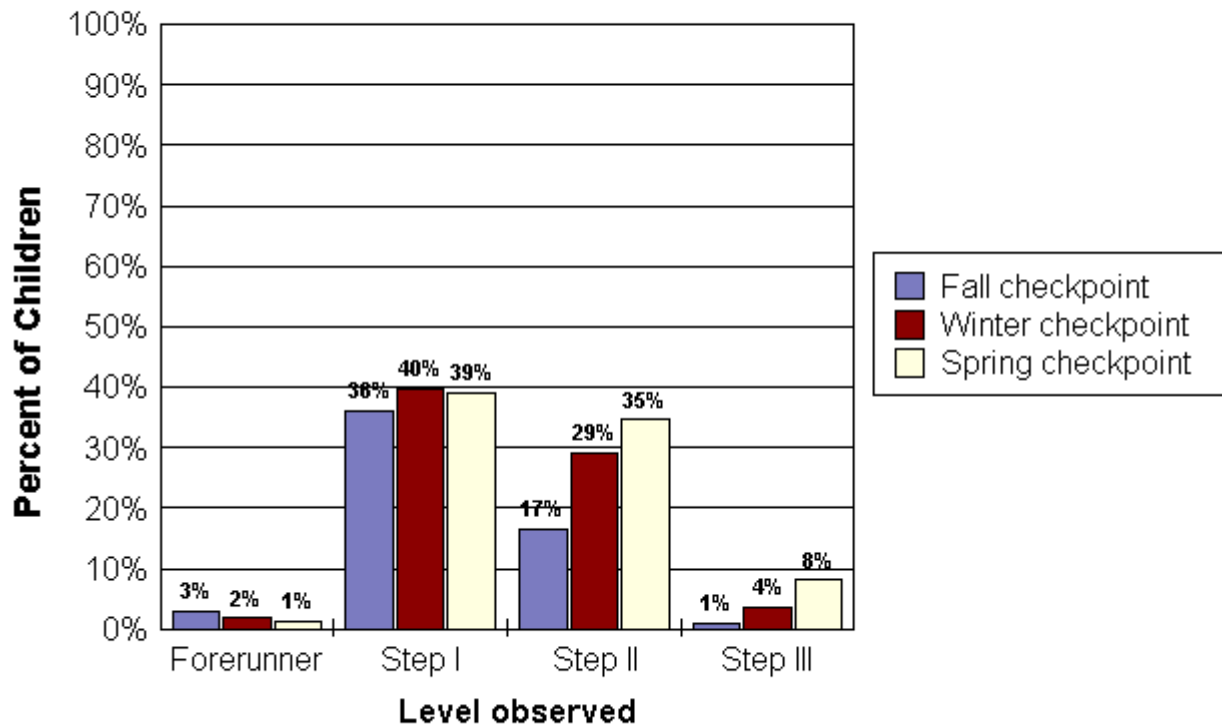
## Head Start

Domain Indicator: Identifies at least 10 letters of the alphabet, especially those in their own name

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator: Identifies at least 10 letters of the alphabet, especially those in their own name**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

43% Fall 26% Winter 17% Spring

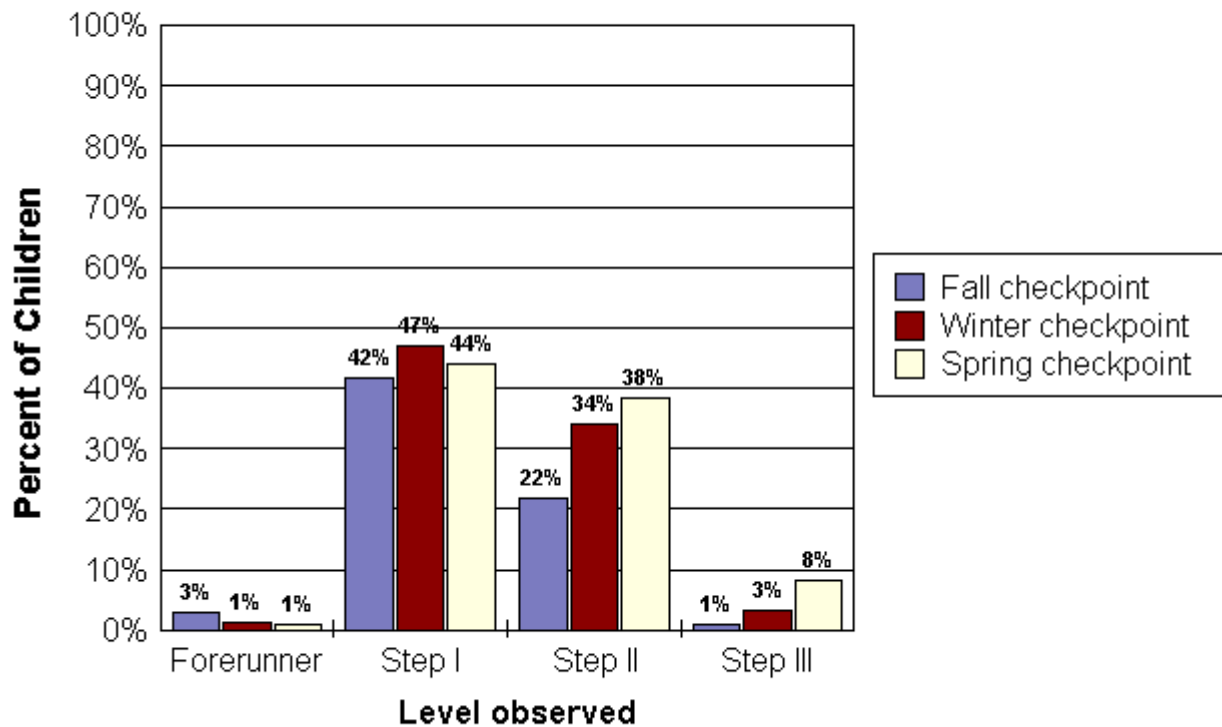
## Head Start

Domain Indicator: Knows that letters of the alphabet are a special category of visual graphic that can be individually named

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Indicator: Knows that letters of the alphabet are a special category of visual graphic that can be individually named**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:  
32% Fall 15% Winter 8% Spring

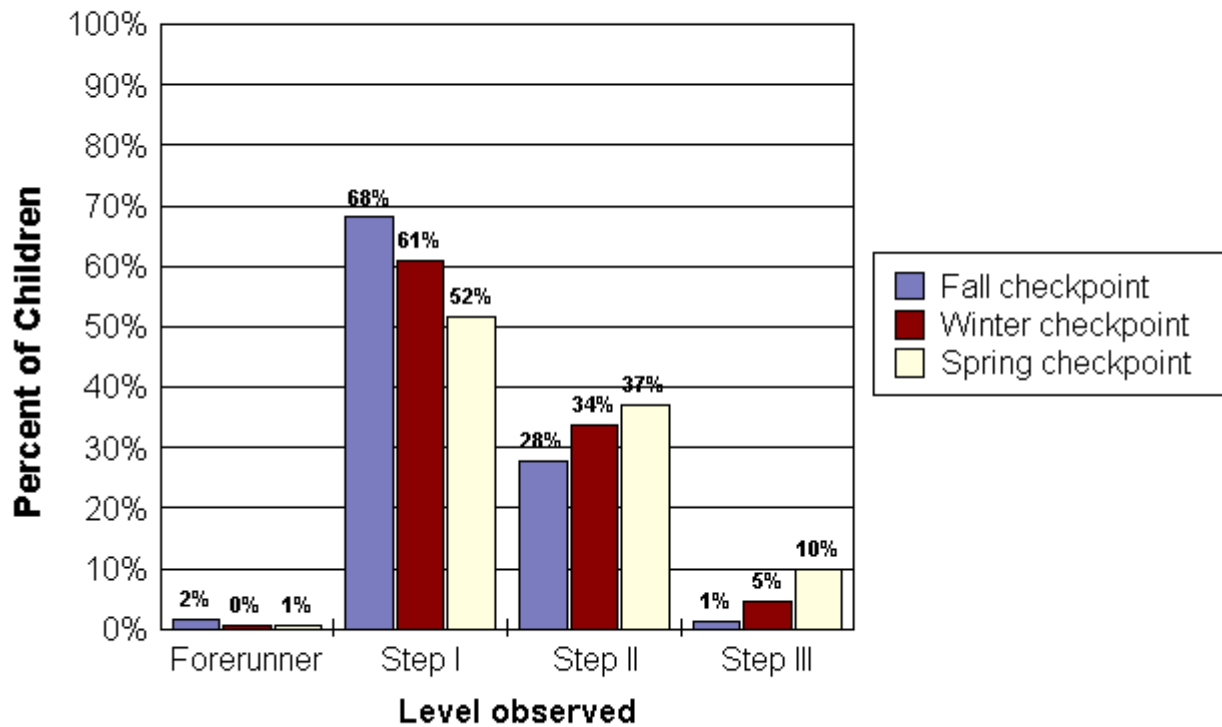
## Head Start

Domain Element: Number and operations

Demographic Breakdown: Complete class

**Percentage of Children at Each Level in Domain Element: Number and operations**

Covers Fall/Winter/Spring for 2005-2006 School Year



Number of children included in this report = 1,084

Percentage of children with no observations recorded for this area:

1% Fall 0% Winter 1% Spring

## Conclusion

By analyzing the data contained in this report, teachers and administrators can determine what aspects of the program are effective and which need attention. Analysis of program outcome data may lead program administrators or managers to pose questions such as the following:

- Do we need to provide a greater variety of materials for children?  
(Do we have enough books, writing materials, math manipulatives, puzzles, art supplies?)
- Do teachers need training and support in specific areas?  
(Do they know how to observe and individualize? Do they need to know more about literacy development based on recent research or the revised math standards?)
- Are there ways that we can use volunteers and community partners in our program to meet our goals for children? (Do we want adults to come in to read with children?)
- Do we need to shift resources to accomplish our program goals?  
(Do we need money for training, materials, or planning time?)

Using the data included in this report to benefit children is the most important aspect of this study.